**Access to HE: Report by Course Representative**

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| Item | Content |
| Summary of strengths and areas for improvement | Access to HE Diploma (Business Management)Start date 09.09.21End date 28.06.22Ethnicity: 6 Non-White British/12 British.Gender: 5 Male/13 FemaleStrengths include: * Consistency and drive of team personnel – allowing for early planning and developing of ideas which give students experiences that enhance their awareness of the business world.
* Taking part in local projects to promote enterprise and entrepreneurship, talks from local business owners and Enterprise challenge scheme
* High retention rates and engagement of learners.

Areas for improvement include: * Proactive and targeted marketing aiming to double course size but make sure retention does not suffer.
* Better understanding of funding issues.
* Make more time for specific tutorials.
* Find more user-friendly ways of communicating with students.
* Develop techniques to encourage greater independence in students
* Use more standardised GQ paperwork for consistency across the college
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| Success and Retention | Success and Retention:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Starts | No. Ret | % Ret | No. Ach | %Ach |
| **Total** | 19 | 18 | 94.7% | 18 | 94.7% |
|  |  |
| Male | 5 | 5 | 100% | 5 | 100% |
| Female | 14 | 13 | 92.9% | 13 | 92.9% |
| Non-White Brit | 7 | 6 | 88.9% | 6 | 88.9% |
| White Brit | 12 | 12 | 100% | 12 | 100% |
| LLD-Yes | 5 | 5 | 100% | 5 | 100% |

Applicant numbers halved this year which was disappointing and may be attributed to a number of issues. Enrolment was later and there seemed was confusion on when to enrol. Some confusion also lay with entry requirements for some learners. However, the low number of learners has made keeping track and retaining students easier. The only student withdrawn after the census was due to the advanced loan being denied.Mental health issues continue to be prevalent, often affecting confidence, attendance and achievement.Prior to census there had been 25 students: 2 transferred to L2 pre-Access (& since withdrawn) 3 returned to full time employment and 1 had given birth 3 weeks prior to start of the course.  |
| Actions going forward | No actions needed except for some revising of feedback paperwork with clearer signposting of feedback to grading criteria. Intend to change to GQ paperwork for next year. |
| The Future | Co-teaching will take place to help with standardisation and sharing of good practice with other departments.Adding the promoting well-being and building resilience unit to the diploma to help with retention and support learners.Tutor recruitment for 2019-20. One tutor has already been offered a role and we have two advertisements due to close on 15th July 2019. Electronic submission and marking across all courses for all written assignments. Training: Developmental feedback workshop planned for August 2019. |
| After the meeting close |
| See learner destinations. |

## Course Report note:

Course Representatives may find that the information above may be easily presented to the assembled meeting within a short PowerPoint presentation.

**A PowerPoint delivery is entirely acceptable as an alternative format, as long as the required content is covered, the FAB delegates all have handout copies of the slides and that the progression information is not shown or distributed to delegates until the meeting has formally closed.**